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U.S. Bureau of Naturalization

Suggestions for securing and holding attendance...

Washington

1922

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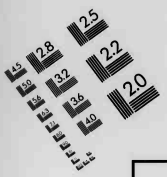

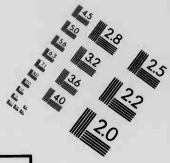

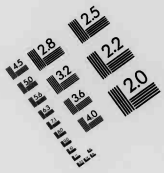

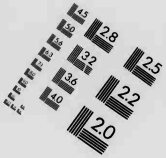

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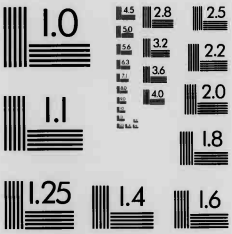

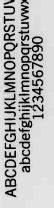

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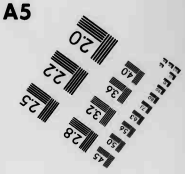

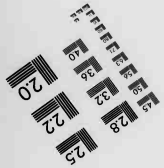

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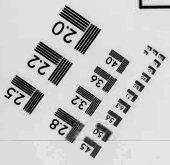

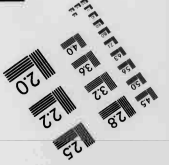

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BUREAU OF NATURALIZATION

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SUGGESTIONS

FOR

SECURING AND HOLDING ATTENDANCE OF FOREIGN-BORN ADULTS UPON PUBLIC-SCHOOL ENGLISH AND CITIZENSHIP CLASSES

WASHINGTON
GOVERNMENT PRINTING OFFICE
1922

(Form H-2.)

SUGGESTIONS FOR SECURING AND HOLDING ATTENDANCE OF FOREIGN-BORN ADULTS UPON PUBLIC-SCHOOL ENGLISH AND CITIZENSHIP CLASSES.

Reports from all parts of the United States have shown a decided increase in the number of communities engaged in Americanization work which have solved to a large degree the problem of securing and holding attendance. In the majority of cases this seems to be due to a few major factors, principally good teaching and supervision, and a community organization ready to back up every effort and suggestion made by the teaching force.

Since no community seems to have entirely solved the attendance problem, since many communities have only recently begun the work, and since others are ready to begin it if the need can be shown, an interchange through the Bureau of Naturalization of methods and discoveries which have been found workable, would undoubtedly be helpful. It will be appreciated that this pamphlet can be only suggestive, since in the space available it will be impossible to go fully into details, but it is hoped that it will be found helpful and stimulative.

The process of securing and holding the attendance of foreign-born adults upon English and citizenship classes conducted or supervised by the public schools may be divided into three steps:

I. Discovering the number, location, and educational needs of the foreign-born members of the community.

II. Informing them that classes are being conducted or will be conducted for their benefit and arousing the desire to take advantage of them.

III. Interesting them, and therefore holding them, after they enroll.

I. DISCOVERING THE NUMBER, LOCATION, AND EDUCATIONAL NEEDS OF THE FOREIGN-BORN MEMBERS OF THE COMMUNITY.

FIRST GROUP.

This consists of those in most immediate need, i. e., applicants for second citizenship papers who wish to prepare themselves for the naturalization examination. While the bureau does not usually advocate the three-months preparatory classes for petitioners who have had no previous instruction, yet it realizes that there are many who, so far as knowledge of English and their general education are concerned, are ready for American citizenship, only needing an intensive course in the principles of our Government. Others have not heretofore had any opportunities for preparing, yet have reached the point where by law they may petition for naturalization with their final

hearings but little more than 90 days ahead. It would appear much better for them to have a short, intensive course than no preparation at all.

A list for a class of this type may be partially made up of those whose names and addresses are sent on record cards from the Bureau of Naturalization to the public-school official of the district in which they live, on the request of that official. These are the names of petitioners for naturalization as given on the duplicate naturalization papers sent in to the bureau, and represent current filings. At the time these cards are sent to the superintendent or principal, cordial letters of invitation to such candidates and their wives to enter the classes are either mailed directly to them from the bureau or invitation cards are sent to the local scout master for delivery by the Boy Scouts. Hundreds of replies to these letters showing the appreciation of the interest shown by the Government in its prospective citizens come to the bureau every year, and numbers of superintendents and principals write that these letters are a most effective means of getting the foreign born into the classes.

Others for this group are those shown by your examination of the court record as having made such final applications but which are not included in the names sent to you by the bureau.

To the foregoing should be added those whose petitions have been continued by the court because they lack the required educational preparation. All these will constitute a preferred list, for almost invariably their urgent need will make them anxious to enter a class and hold their interest after they enter.

SECOND GROUP.

In this second group may be included, in addition to those indicated above, declarants whose names are obtained from the court records.

The interest of the first group will, in turn, act as a stimulant to the second class of prospects—those who have secured first papers, and the wives of such men, whose names and addresses are also sent on cards and to whom invitations are sent from the Bureau of Naturalization if requested. These also represent current filings.

THIRD GROUP.

To obtain information concerning other aliens, the best plan is, of course, to make a survey of the community. If, previous to this, all forces of the community that are or should be interested in Americanization have been organized into an Americanization Committee or League, this "Pan-Americanization Council" should conduct the survey. If no such community organization exists, the survey may be conducted by a religious, patriotic, civic, women's, or other organization.

The following sources of information and outline of a survey schedule may be used either in whole or in part, according to the size and type of the community in which the survey is to be made. (The questionnaires should not be mailed, but taken personally to each person or organization being asked for information in order that the reason for and purpose of the survey may be explained.)

After this information is secured, it should be classified, and lists of individuals made from it, to be used by those who are to invite the foreign born to enter the classes.

Survey.

A. Sources.
   1. United States census reports.
   2. Questionnaires addressed to—
      (*a*) Racial leaders.
      (*b*) Board of education or superintendent of schools. (Information to be obtained through children of foreign-born parents.)
      (*c*) Industries.
      (*d*) Labor unions.
      (*e*) Churches.
      (*f*) Fraternal societies and semipublic agencies (such as chambers of commerce, etc.)
      (*g*) Postmaster.
      (*h*) Public library.

B. Outline of survey schedule.
   1. Total population of community.
   2. Total number of foreign born.
      (*a*) Number of naturalized citizens.
      (*b*) Number of petitioners for final naturalization.
      (*c*) Number of declarants (those with first papers only).
      (*d*) Number of aliens (no naturalization papers).
   3. Total number of *illiterates* above 18 years of age.
      (*a*) Native born.
      (*b*) Foreign born.
         a. English-speaking.
         b. Non-English-speaking
   4. Location of and approximate number in each nationality and racial group.
      (A blue print or other nationality map is a helpful way of depicting the situation. The city engineer will probably be glad to assist.)
   5. Data as to individuals of foreign birth.
      (*a*) Name.
      (*b*) Sex.
      (*c*) Home address.
      (*d*) Business address.
      (*e*) Name of employer.
      (*f*) Occupation.
      (*g*) Age.
      (*h*) Nationality.
      (*i*) Race.
      (*j*) Literacy.
         a. Speak English?
         b. What other language spoken?
         c. Read English?
         d. Read what other language?
         e. Write English?
         f. Write what other language?
         g. General education?

Survey—Continued.

5. Data as to individuals of foreign birth—Continued.
   (*k*) Family.
      a. Married?
      b. Name of husband or wife.
      c. Children (number, ages, and school grades).
   (*l*) Remarks.

Where a complete survey is impracticable, information concerning the foreign born in the community may be obtained from the following sources, dependent upon the size of the community: Postmaster, police headquarters, voters' registration lists, libraries, physicians, public-health stations, school nurses, pastors of foreign congregations, leaders of foreign groups, officials of foreign banks, editors of foreign-language newspapers, owners of industrial plants where foreign born are employed, labor or fraternal organizations, legal-aid societies, free dispensaries, hospitals.

II. INFORMING THE FOREIGN-BORN MEMBERS OF THE COMMUNITY THAT CLASSES IN ENGLISH AND CITIZENSHIP ARE BEING CONDUCTED, OR WILL BE CONDUCTED, FOR THEIR BENEFIT AND AROUSING THEIR DESIRE TO TAKE ADVANTAGE OF THEM.

Recruiting by class members.

If successful classes have been conducted in preceding years, the members of these classes are by far the most effective recruiting agency that may be used. The opinion of many efficient supervisors is voiced in the following report of one: "Interested, enthusiastic students are the result of good teaching, and they are the best possible publicity agents. The message is carried to the railroad shop; to the foundry; the class receives one or two new students each night. After the many methods have been tried to recruit students for the various types of classes, the consensus of opinion of Americanization workers will be that there are two definite facts which stand out clearly. These are that through the teacher well trained in the technique of teaching English to foreigners, and through the individual students in her classes, the recruiting comes that is really effective, continuous, and lasting. The best advertising agent is the man who, unsolicited, will show to the members of his lodge his ability to write, which to him is so wonderful after only a few lessons at night school."

Recruiting by foreign-born leaders.

Perhaps the next most effective recruiting is that done among their own people by foreign-born leaders and workers, through their churches, lodges, and benefit associations. If the confidence and active support of these leaders is obtained, the problem is largely solved.

Americanization council.

A third effective method is that of interesting some agency, or, better yet, an Americanization council composed of all interested organizations, in standing behind the movement to let every non-English-speaking member of the community know that the public schools give an opportunity to him and his friends to learn the language of America, the manners, customs, and standards of the people, and the principles of the Government of the United States.

Newspapers.

Editors of foreign-language newspapers are usually willing to offer the use of the columns of their publications free of charge to school officials if material presenting a simple, direct, convincing appeal to the foreign born to enter the classes is prepared, and the editors are approached personally with the request that they conduct a campaign for the English and citizenship classes. Editors of American newspapers, also, are often willing to give space for advertising Americanization activities, particularly if good posters, cartoons, and illustrations are secured for the purpose. Even though the American papers reach only a few of the foreign born who need the information, the word is spread by these few. In addition, the work of the night schools is brought before the English-speaking public so that the entire town gives moral support to the enterprise.

Posters and handbills.

Posters and handbills in English and in the prevailing foreign languages, inviting the foreign born to attend the classes, should be distributed in all places where they are likely to be seen by the foreign born—social rooms, ticket agencies, lunch rooms, lodging houses, theaters, libraries, the post office, hotels, barber shops, billiard and shoe-shining parlors, employment bureaus, elevators in public buildings, on electric-light poles, and in street cars. Posters in English, Italian, Yiddish, Polish, and Spanish, announcing these classes, will be supplied by the bureau free of charge. Cooperate with the leaders of the national groups in preparing handbills and have them carried home by every child who has reported the use of a foreign language at home.

Recruiting in industrial plants.

In recruiting for industrial classes the first step is to explain to each foreign group in its own language the purpose of the work. In this, the personal interest of the foreman, the employment manager, and the welfare worker is of great importance. If the employer can find it possible to recognize progress in the classes by promotion, or can put extra compensation in the pay envelope, this is one of the most effective means of recruiting and holding the students.

Cooperation of home teachers with foreign groups.

In one city the work was first started by "home teachers" who had access to a card file of the names, addresses, and other data of all war-time alien registration. They also had access to yearly school census cards giving literacy, citizenship, and other facts, and from these lists found their first recruits. In doing this they were aided by the leaders of the different nationalities. The leaders of one racial group hired a hall and had leaflets printed in their own language and at their own expense to call a meeting to discuss the advisability of starting a class. After several speeches and a general discussion in their own tongue it was decided that a class was needed. Through the advice of the Americanization director of the public schools a committee of men and women was elected to confer with the teachers and director. This committee actively assisted in recruiting the class, taking care of absences and suggesting changes in the progress of the work, and contributed largely

to the success of the school. The home teacher of this group was also the teacher in charge of the night school of the same group.

Recruiting in boarding houses.

"One teacher started out for recruits, going to a typical boarding house of a foreign group. She took with her some attractive teaching material and gave a demonstration lesson in teaching English to foreigners to a most interested group of men. They all immediately reported for class work at school and stayed to the close of the term."

Employment of trained workers.

A most effective plan is to employ a trained Americanization worker throughout the year to work in cooperation with the night school in gaining new recruits and stimulating attendance.

Use of swimming pool.

The high-school swimming pool, thrown open to foreigners one night a week in the name of the night school and thoroughly advertised through foreign-language posters and bills, brings splendid results in increased enrollment.

Children in day school.

Ask the day-school teachers to encourage the children of the foreign born to take their parents and relatives to school. Many a parent has gone to the evening school to please an anxious child. The children who bring parents and friends should be cordially welcomed by the Americanization teachers. Interest runs high over rolls of honor started in the day school to show which grade has been responsible for enrolling the largest number of friends in the evening school.

Business contacts.

Get the cooperation of chambers of commerce and every agency that can help in any way in giving a cordial invitation to the foreign born. Business men may recommend the classes to their customers and inclose notices with purchases, employers may insert notices in pay envelopes and in shop and factory papers, librarians may put them in books taken home by the foreign born, and tellers of foreign banks in the pass books of their customers.

Pastors of foreign churches.

Ask pastors of churches attended by the foreign born to announce the classes from their pulpits. If permitted, distribute notices in the prevailing languages through the pews.

American citizenship week.

Organize and carry through an "American citizenship week." This was recently done in a western city with great success. The promoters met at a luncheon to hear of the need for Americanization work, and to discuss plans. The public school as a vital factor in Americanization was the keynote of the meeting. Activities carried through were proclamations by the governor and the mayor, a luncheon by the American Citizenship League at which a prominent American legionnaire was the principal speaker, an industries exposition with Americanization features and a mock session of the naturalization court, addresses on Americanization in the public schools,

special citizenship programs presented by the city clubs, a special program in charge of naturalized Yugo-Slavs, a citizenship book review conducted by the Federation of Women's Clubs, and exercises and athletic contests by teams of foreign-born children, with an invitation extended to the parents who came to view the contests to enter the adult classes provided for them. The result was that thousands of foreign-born residents who perhaps had not known of the classes were invited to join them.

The Americanization council of another western city sponsored just recently another Americanization week, having as its purpose the impressing of the foreign born just coming into citizenship with their duties and responsibilities and the native born with their responsibility in offering to new citizens a genuine interest and a hearty welcome. The program of the week included community gatherings in the districts most thickly populated by the foreign born, the organization of a bureau of speakers to appear before the men's clubs and the women's organizations, citizenship programs in the schools where Americanization classes are held, open house for the foreign born at the libraries of the city, and an Americanization Sunday observed in the leading churches of all the denominations. All of these culminated in a big patriotic meeting, when at a specially staged naturalization ceremony at the auditorium, participated in by the judge, marshal, and clerk of the naturalization court, the governor of the State, the mayor of the city, the commander of the American Legion, a prominent speaker, and a ladies' orchestra of 30 pieces, a large class of aliens was admitted to citizenship in the United States. All of this could not fail to interest aliens who had not yet entered classes conducted for their benefit. An audience of 3,000 was present.

III. INTERESTING THEM, AND THEREFORE HOLDING THEM, AFTER THEY ENROLL.

Solving the problem of bringing students into the classes will be of little value unless they are interested from the beginning and obtain something which seems to them really and immediately beneficial. Whether this will be effected depends upon three elements—rapid and effective organization and sympathetic and enthusiastic administration; strong teaching; and a friendly atmosphere, not only in the classroom but throughout the community, in which the students are given opportunities to initiate and carry out social activities as well as to be entertained by others.

ORGANIZATION AND ADMINISTRATION.

The largest mortality in attendance often occurs during the first month. Part of this is due to the students who have come merely through curiosity and have no real interest. Then, too, many pupils who are really in earnest may leave because the classes seem to waste their time. This should be prevented by quick formation of classes and assignment of each student to the one which seems best suited to his immediate needs, with the understanding that reassignment will be made according to progress. On the other hand, every effort should be made to make the assignment to classes as permanent as

possible, since the foreign born are more at ease, and consequently do better work, when they are acquainted with their classmates. Pupils must be treated as intelligent adults, and there must be from the beginning a sincere desire to help them in the way they desire to be helped, without familiarity and with the courtesy and dignity to which adults are entitled.

If possible, there should be a supervisor of Americanization work who, in addition to being an expert teacher of the adult foreign born, possesses enthusiasm, initiative, and originality. If he can work out new plans, new types of classes as needed, new clubs, and new methods, he will be able to keep both teachers and students interested and enthusiastic, and this spells success. He should follow up the absentees, plan publicity and advertising, make opportunities for the pupils to arrange for social activities, provide teachers with needed equipment, and act as publicity agent, as well as train prospective teachers and supervise the work of those already teaching.

If no supervision can be arranged for, the effective teacher will be her own supervisor and administrator. One principal says, "The fundamental conception underlying Americanization in ——— has been work. We have been glad to avail ourselves of the suggestions made by those who have succeeded elsewhere, but our methods usually reduce themselves to the plan of extensive and faithful personal work."

Another city reports, "The experiment of paying teachers for calling at the homes of their pupils proved so successful the first two years that it has been continued by the Americanization committee. This plan has been the means of checking up on results in the schools as well as of bringing the teachers closer to the home and industrial environments of the pupils."

Two other experiments have been reported by several schools as being most successful in inculcating and holding interest through actual participation of the students.

Student advisory council.

The first of these is a student advisory council, composed of representatives from all the classes in the community. Monthly meetings are held and prominent men and women are not only invited to these meetings but are also asked to visit the classes. The members of the council feel personally responsible for the success of all the classes, and personal responsibility usually meets success.

Periodicals.

Several "occasional" periodicals published by Americanization classes have come into the bureau and a perusal of them shows conclusively that in the classes publishing them interest and accomplishment run high. These are some of the captions found in Volume I, No. 1, of a periodical published by a Minnesota class: A Summary on Americanization (report of an address delivered by a well-known authority); Roster of Members; ——— School of Americanization, A Brief Story of Its Organization, Its Progress, and Its Large Beneficial Results; Editorials; Personals; The Community Night; What America Means, Joseph Kominsky; Americanize American Eyes; Community Night Program; The Women and Education, Mrs. Joseph Kominsky; Next Year; Why I came to America, Joseph Chapeck; A Community House; Learning English, L. Larson; Local News.

Another interesting periodical published by Americanization classes is called "The New American" and comes to the bureau from a Michigan city. The following quotation of its explanatory note is very suggestive: "When the pupils of our Americanization department were approached with the idea of having a newspaper all their own, they seemed pleased. But when they discovered that the newspaper was to consist of articles written by themselves, they hesitated. It seemed a big undertaking, as most of them have great difficulty with their English, having been in the country such a short time. Each class was assigned some definite work and told to select two reporters. A name, 'The New American, by New Americans,' was decided on. At first the articles came in very slowly, but soon all caught the spirit and many more came in than we are able to print. So many, in fact, that we are thinking of publishing a second paper soon. The teachers agree that the pupils have gained much power in English, spelling, and the use of the English dictionary. One young man said he labored 16 hours on his paper and had the English dictionary with him constantly. One evening he came into the office with his dictionary, and pointing to a word asked if that word could be used in that particular case. Others consulted with their teachers to get the proper English words to express their ideas. It is safe to say these English words will always be a part of their vocabulary. Many of our pupils were born in the United States, but all contributions were made by 'New Americans.' The class representatives are entitled to much credit for furthering the sale of our paper, which has made the financing possible."

Volume I, No. 1, of Progress was published by an evening school in New Jersey. The particular purpose of this periodical appears to be motivation for English work, as is evidenced by the following foreword: "To Students of the Evening School, Greetings! Greetings and congratulations on the first issue of your school newspaper. There is much for you to be proud of when men who have never written or read or spoken one word of English up to three or four months ago, or even six or eight or ten months ago, as is true of many of you, can give us so much that is interesting to read. You will notice that all spelling has been made correct. Also, you will notice that punctuation and serious mistakes in everyday grammar rules have been corrected. A very few changes have been made so as to make clear certain statements that were obvious, but expressed in a wrong order of words. For the rest you will see that we have left your articles as you wrote them. The teachers in the class hour will show you how you can improve them. Next month you will do better. Then you can compare each month's work with the preceding ones and be proud of every bit of improvement. Next month let us hope that everyone will write something for this paper. Sincerely yours, ———, Principal." The articles given show all stages of progress and reflect great credit on both teachers and pupils.

Some requisites for successful Americanization work.

Americanization work has certain characteristics peculiar to it which make it necessary to plan the work in such a way that the

strength of the workers will be conserved and at the same time the needs and desires of the students will always be kept in mind.

1. Methods and program must be flexible to suit varying needs, conditions, and types of students.
2. At the beginning, much time must be given to the human and social phases of the work, and the program should be planned to meet this need.
3. Time should be given to supervisors and teachers to prepare the original supplementary material needed to suit the particular locality, when they are rested and free from interruption.
4. The program will vary with the time of year, the working hours of the students and the type of community. Racial types, economic conditions, and housing conditions must also be taken into account.
5. Employ the same workers in successive years, so far as possible, for success in Americanization work, as in any business, is based, to a large extent, on the good will of the patrons. When a worker has once found a place in the hearts of her students through weeks of hard and hearty work, this asset is too valuable to be disposed of.

TEACHING.

Over and over again the opinion is expressed in varying words, but always with the same conviction: "The teacher, foremost and above all else, who does this work must possess the qualities of character that enable her to become the leader, the counselor, of her group. Her whole thought must be that of service, given not only to individuals, but also to the larger community group." If, in addition, she has had special training for the work of teaching foreign-born adults, her success is well-nigh assured. Each year, however, sees a larger body of knowledge based on experience in this work, and no earnest teacher need despair if she is willing to study thoughtfully the published suggestions which are available. Those which follow have all been found valuable.

Use of direct method.

The "direct method" in which English is taught by using English as the means of instruction is conceded to be the most effective. But in preparing or selecting lesson material the particular experiences and interests of the group to be taught must always be kept in mind. "The Mexican illiterate lately arrived by way of El Paso does not grow wildly excited in his search for knowledge by way of a textbook lesson about the Statue of Liberty in New York Harbor or about the members of the President's cabinet, but he is concerned—and that deeply—in the corner grocery and the employment bureau and his relation to them." Therefore, in using any textbook, select only those lessons which have real and immediate interest to the students who are to us them. In this, as in any good teaching, the point of contact must always be kept in mind. Language must concern itself with life experiences and definiteness, sequence, and repetition must be observed in every lesson.

Points of contact.

Worthy points of contact may usually be found in the human interests of the student, in appeals through suggestion to his desire to do his best both for his own good and the good of others, and through the concealed device to lead the learner to become a teacher of what it is desired that he shall make his own.

Indirect instruction.

Though lessons may be primarily reading lessons, they may often be the means of giving indirect instruction in history, civics, hygiene, or American standards and ideals, as well as incidental instruction in numbers and geography.

Using the new vocabulary.

Just as an American child learns to talk English by imitation and use, the foreigner learns to speak English by speaking it. Therefore, give him every possible opportunity to make use of the vocabulary he learns through the lessons taught. "English must be taught in such a way that it gives the pupil power to use it out of the classroom as well as in the classroom. It must be taught in such a way that it functions in the home, in the shop, and on the street."

Device for first lessons.

The following device for the first lessons is adapted from one used in the recruit educational center at Camp Upton:

Write and print upon one side of cards the new words as learned in the lessons. Hold up a card, slowly and distinctly pronounce the word upon it, hand it to a pupil and have him pronounce it after you, and then have the whole class pronounce it. Tell the one who receives the card that he has a new name which he must remember, and that when this new name is called he must answer with his new name. Distribute several cards in this way, then "call the roll" to put each student on the alert.

When all cards are distributed, call the complete roll, and require each student to show his card to the class as he answers by that word. Then tell the students holding cards to face the class with their cards held before them. Call for such words as will form a sentence with human interest, and as the words are called have the men holding the correct cards take their places in front of the others. Each student repeats his word in turn, then several in their seats do so, and finally the class reads the sentence in concert. In like manner, several other sentences may be formed and read. Later, individuals may form sentences against the blackboard with their cards, and other variations may be used. Have the students also exchange cards and thus adopt new names and more easily learn new words.

Making haste slowly.

Give the beginning pupil very little in advance, but much review work, and choose for the first lessons only those words which the pupil will have an opportunity to use over and over again. If he can be kept from becoming discouraged at the beginning of his attempts to learn English, at the end of the first few weeks he will have gained the confidence in himself which will help him greatly in attaining his desire to "speak American."

English plays.

If after some conversational English has been acquired it can be put into the form of a little play to be prepared for the entertainment of another class, this will be a wonderful incentive. Several cities have reported splendid results along this line.

A unique library.

At the first stage of progress when home reading is possible, encourage the pupils to read English at home. One city arranged, with the help of the school librarian, a unique and useful circulating library for this purpose. This was composed of small booklets of worth-while reading material contained in old textbooks (readers, civics, histories, geographies, and hygiene) no longer fit for use in their original form, and which, under old conditions, would have been burned or otherwise destroyed. The librarian had the covers removed, portions judged useful by the Americanization teacher were selected, and from these clippings brief booklets were made and bound in heavy construction paper. Each pupil read an average of two of these booklets a week, whereas if the pupils had each been offered a book containing the same total number of pages, probably not one-fourth of it would have been read during the same time.

Help by the librarian.

The librarian can be of much aid in forming reading habits among the night-school students if she will invite them to the school library, read aloud to them interesting portions of various books, and personally show them where books which might appeal to them may be found, and how they may be borrowed from the library.

The public library may furnish for distribution to the students in the Americanization classes slips giving a few titles of books for new Americans, and establish library departments in all the night schools for the foreign born. The library has the opportunity to help bridge the gulf between the old life and the new, and make it easier for the older people to acquire the language used here. English books with vocabularies in the various languages are eagerly sought by the new arrival. Later, when he has, at the invitation of the librarian, joined an English class in the public school, he will learn to use the English language entirely. A "story hour" for foreign-born children provides a point of contact with the parents of the children. A special display of books under the caption, "Easy English Books," will attract foreign-born mothers and result in their steadily increased registration in the classes.

Guessing games.

Guessing games often prove interesting and therefore valuable in giving an opportunity for much repetition of correct sentence structure or of difficult idioms. For instance, such questions as "What have I in my right hand?" "What has she in her right hand?" "What did I put into the box?" "What did she take out of the box?" repeated many times in a guessing game fix the habit of placing the object of a transitive verb in its right position in the sentence, and at the same time review the nominative and possessive forms of the personal pronouns. Many of the games suggested in the books for the use of primary language classes may be adapted to suit the interests and capacities of the adult foreign born.

Reading aloud by the teacher.

As soon as the students can understand at all, the teacher should do much reading aloud of appropriate, interesting material. The students not only gain incidentally power to understand through the context, but they profit by the opportunity to listen to correct enunciation and phrasing, and good expression, and unconsciously begin to imitate it when they read aloud or speak. As they gain in power, they may be asked to reproduce or discuss what has been read, thus giving opportunity for the use of the oral English which they need.

Silent reading.

Since the greater part of our reading for pleasure or information is silent, give opportunities for this also, but to be sure the students are getting the right impressions from what they read, the silent reading should be supervised and tested. The following are suggestions for this:

1. After the pupils have read a portion silently, ask questions based on the text and require the pupils to answer in complete sentences.
2. Have a portion read silently reproduced by one, and let others add interesting information which the first pupil omitted.
3. Where appropriate, ask pupils to dramatize what they have read silently.
4. Encourage the pupils to read newspaper and magazine articles at home, to be reproduced in class.

Keeping pupils busy.

Plan your lessons so carefully that from the minute the first student enters the room he is given something interesting to do, and from then until closing time every minute is occupied by each student in work that he considers worth while. The pupils enjoy working if they know how to do the work, and they will remain in school as long as they are being helped.

Using the newspaper.

Make use of the daily paper. "The joy that comes to the immigrant who finds that he is able to read a few words, then a headline, and finally a simple paragraph, is one of the strongest incentives to conquer the new language he is trying to learn, thus making him desire to stay in school."

Practice in filling out blanks.

In advance classes give much practice in actually filling out blanks they will need to use. Get them from the library, post office, employment agencies, insurance companies, the Bureau of Naturalization, and other agencies.

Practice in letter writing.

Show the students how to write excuses for the absence or tardiness of their children, and simple friendly and business letters. Aim to help them to learn what they want to know and need to know to live happily and worthily in America.

Illustrative material.

Get as large a collection as possible of illustrative material, such as common tools, dummy packages of foodstuffs, household utensils,

mounted pictures, signs, and posters and invite the pupils to help you increase it.

Racial backgrounds.

Get acquainted with the homes and occupations of your pupils, and learn of the Old-World conditions from which they came. Show an appreciation of what they bring—their art, their music, their dances, their characteristic food preparations.

Recognition of work done.

Encourage them from the beginning to work to earn the certificates of graduation presented by this department in cooperation with the public schools. Keep definite and permanent records of the attainments of each student and give them at the end of each month or each term some recognition of what they have accomplished.

Need for understanding the pupils.

In beginning classes watch the faces of your pupils. "They are your reading book. You must be their dictionary. Be quick in responding to their need for further help. Use short words and few. Speak slowly. Articulate distinctly. When you find an inclination to make two syllables of 'named' draw a line through the 'e' temporarily, by way of indicating the correct pronunciation. Volumes of verbal explanation at this stage of advancement would fail to convey the meaning which is fully expressed by a single pencil stroke."

A mock election.

In advance classes, at election time, have the pupils act out the process of registration and election. At the time for registration explain the plan of personal registration as conducted in your State, and the qualifications necessary in order to register and vote. The reasons for such personal registration should be made clear. The class may then act out the process. A group may be selected to serve as registrars and the other members of the class should then go through the process of registering. The record of registration should be kept for use at the time of the election. Discuss the question of enrollment and show that it is necessary to enroll with some political party if we are to vote on the ticket of that party at the primary election. At the time of the election the pupils should be encouraged to secure copies of the specimen ballots. At the primary election show with the aid of the ballots that each party is selecting its candidates whose names are to appear on the ballot at the general election. If sufficient specimen ballots can be obtained the primary election might be acted out, following in a general way the method described below for a general election. Emphasis should be placed on the importance of every voter participating intelligently in the primary election.

On the day of the general election the class may be organized into an election district. Election officers should conduct the election. They should be supplied with the specimen ballots brought in by the members of the class and with the registration records. The pupils should come to the desk around which the election officers are seated, secure their ballots, mark them and deposit them in the ballot box. The waste-paper basket will serve quite well for this. The votes

might then be counted and the results of the election placed on the board. Before the vote is cast the teacher should explain how the ballots are marked. The pupils should understand how one may either vote a straight ticket or a scratched ballot. The teacher should emphasize the fact that an error in marking the ballot may result in its being thrown out and the vote lost. The pupils should see that the exercise of the suffrage is both a privilege and a duty.

Suggestions for other dramatizations.

In similar manner dramatize the procedure of naturalization; the city council and State legislative body; a session of the President's Cabinet. A clipping from a Schenectady, N. Y., paper describes a dramatization of the procedure of a naturalization court by a class of 31 employees of the General Electric plant who were soon to appear before the supreme court judge and petition for final papers. In this plan of staging a naturalization court, five petitioners were taken before the judge, questions of the type likely to be asked in the real court were put to them, and they were accepted or rejected. Other members of the class took the parts of the various officers of the court. The announcer or bailiff called the court room to silence on the approach of the judge. Each petitioner was admitted by a door man and conducted with his witnesses by the sheriff to the clerk of the court who, after swearing them to tell the truth, turned them over to the examiner, who was one of the instructors in citizenship. Questions were put by the examiner, and the judge determined whether the petitioner should be admitted to citizenship. If admitted, the petitioner went to the county clerk who administered the oath of allegiance. The deputy clerk took the signature and the new citizen was then turned over to the certificate clerk. As dramatized, three petitioners were admitted to citizenship and two were refused their final papers. One was rejected because he was unable to read or speak English, the other because he admitted he was a slacker, having claimed illegal exemption from the draft. The court was conducted with becoming dignity and the men who aspired to citizenship were impressed by the ceremony.

FRIENDLINESS, COOPERATION, AND NEIGHBORLINESS.

More and more it is becoming evident that the Americanization work which is really successful is that in which there is evidence of a genuine feeling of brotherhood and sisterhood between the native born and the Americans in the making. The teacher alone, no matter how successful she may be, can not give to those in her classes the feeling of being welcome which is the right of every foreign-born man and woman who earnestly desires to become a naturalized citizen and who is willing to make the necessary preparation. The teacher's friendliness and interest must be matched by that of the community in general. If every American-born man, woman, and child in a community would show genuine interest in one foreign-born person with whom he comes naturally in contact—the fruit dealer, the shoe repairer, the housemaid, the schoolmate—and demonstrate by his own life the true ideals of America while making an effort to bring the immigrant into contact with the public school

and other agencies provided for his instruction in English and his enlightenment as to our institutions and ideals, the problem of Americanization would be quickly solved. Here are some specific ways in which this may be done:

Planning to give what the foreign born desire.

Hold the classes at times and places most convenient for those who attend. If the foreign born object to classes, organize them into clubs.

Recognition of what the foreign born can contribute.

Plan from the beginning of the course to hold commencement or graduation exercises when the certificates of graduation issued by this department and the public schools are to be received, and aim to present a program which will not only introduce the new citizens to America, but introduce Americans to the new citizens. To that end make use through the year of those worth-while things which the immigrant can contribute to American life, as well as acquaint him with American customs and ideals new to him.

Demonstrating the best type of social life.

The immigrant desires not only to learn the language of America, but to share its social life. Substitute for the low-type commercialized amusements, open to him community gatherings where native and foreign born may mingle and become acquainted through typical American games and "polite American dancing," with decorations, refreshments, and hospitality as carefully planned as for a purely American social gathering. Many of the foreign born, accustomed to old-country standards of courtesy and decorum, are unwilling to substitute for them the only kind of "good time" to which they are welcome—that of the cheap dance hall—but are touchingly eager to learn of the better sort of social life to be found in this country. After a few gatherings planned and supervised by teachers and social workers, the students will be glad to share in the preparation and expense.

Organization of clubs.

With the help of civic, women's, church, and racial organizations, organize music clubs, boys' clubs, sewing circles, millinery classes, girls' clubs, and mothers' clubs. Make possible a club and clubroom for single men and men whose families are still in the old country. Many of these men are longing for a home center and their enforced living conditions are as horrifying to them as to the Americans who visit them.

Using the mail-order catalogue.

In small classes "socialized recitations" in the form of shopping lessons based on the mail-order catalogue prove most effective. "The delight of one Italian mother knew no bounds when she was able to use such frivolous terms as 'georgette crepe,' 'a chic little model,' and 'remarkable price concessions.'"

Demonstrating use of public utilities.

Learning to use the telephone, lessons on the opportunities offered by the public library, the health center, the hospitals, and playgrounds all offer endless opportunities for the display of real friendliness and interest.

Trouble bureau.

The establishment of a "trouble bureau" by the "Pan-Americanization Council," to which problems affecting immigrant residents may be brought, will not only endeavor to prove the truth of the last phrase of the salute to the flag—that America is a nation with "liberty and justice for all"—but will also be the means of recruiting many new students for the classes.

Special programs.

Occasionally offer programs to which families and friends of both students and teachers are invited. Much good fellowship should result through effort toward a common worthy end on the part of those of different nationalities, and loyalty and cooperation are two necessary elements of a good community spirit. The effort to have the program as well rendered as possible is a step toward civic pride, and the desire of each pupil that all those who take part will do well shows good brotherly feeling, the first requisite for a true democracy. Do not be discouraged if the speaking and reading numbers are not perfect, because the very errors in enunciation and pronunciation show the audience what difficulties are present in the work. Suggestions for graduation programs may be obtained from this bureau.

Exhibits of school work.

An exhibit of school work offers another opportunity for genuine cooperation and neighborliness. Because human nature is such that people are most interested in that in which they have a responsible part, the students will put forth extra efforts to have their work represented. On the other hand, it is well worth while to bring before the school and plant officials and the "civic sponsors" of the members of the classes the character of the work being done. It will clarify in the minds of the citizens the nature and practicability of the work and set a standard of what may be accomplished in other classes and schools since it is often found that the progress shown is amazing. The work should be in no sense "show" work, but, instead, specimens of good work collected from the very beginning of the year and arranged to show progress by classes, subjects, and, in unusual instances, by pupils. Handwriting showing progress, original compositions, social and business letters, answers to advertisements, properly addressed and stamped envelopes, filled-out applications for domestic and international money orders and for library cards, bank-deposit slips, and applications for first and second naturalization papers will all prove interesting and enlightening. Many other appropriate types of work for exhibition will suggest themselves to the teacher.

Two Minnesota examples.

In a Minnesota city the unity and fine spirit of the whole group was shown by a program given at the close of the year's work. "The women of the home class served a dinner of their native dishes. The men hired and decorated the hall and furnished the music for dancing their native dances. Especially interesting were the speeches of appreciation made in presenting gifts to their teachers. But, best

of all, were the plans already under way for the next year. They propose a longer term, more closely organized activities, and a more elaborate community program." "Another night-school class gave a simple program, served refreshments, and danced the native folk dances. The following night 12 new recruits came to school."

Personal invitations and follow-up notes.

One school sends immediately to every absentee a post card reading as follows, "We missed you last night. Be sure to be on hand next time. ——— Teacher." Another sends an invitation beginning: "Dear Sir: We are asking Mr. ———, a member of our American Citizenship Class, to hand you this note and inform you of the excellent opportunity which the United States Government and the high-school board are offering, etc." These will suggest other evidences of real interest.

Class buttons.

One Americanization teacher suggests that a class button containing the words "American Citizenship Class" in a circle around the Stars and Stripes would enable the students to open the subject of their night-school work to their friends and shopmates and so prove a very good advertisement of the class. When the thought was presented to a class of nearly 50, everyone agreed to wear the button and do all they could to induce their friends to join a class.

Spelling and American Government contests.

A city carrying on excellent Americanization work has devised a contest based upon Part III of the Federal Citizenship Textbook. Each contestant is furnished with a question sheet containing from 25 to 50 questions, the answers to which can be found in the Constitution of the United States. To make it easy for the contestants to find the answers, each question is followed by a note indicating the article and section of the Consitution in which the answer may be found. This makes it possible for day students and patriotic citizens also to prepare themselves to enter the contest. The words to be spelled are some of those found in the sections covered by the questions. The contest is conducted along the lines of the old fashioned "spell down." The one person who succeeds in answering properly each question asked of him after all others have failed in some question is awarded a small silk flag.

A sing of all nations.

The students in one city requested the privilege of an evening of song and it proved so successful that the director of Americanization now greatly favors another such event. A dozen nationalities joined in a program representative of every group, closing with a grand chorus of the 450 voices raised in "The Star Spangled Banner." Each group was represented on the platform by one of its countrymen who took charge of the singing of that group. Group by group these came forward, forming a chorus which gave each of its national and folk songs in happy abandon to the sentiment of the fatherland. But the grand chorus, more inspiring than all, was lustily sung with a will that told of such appreciation for the country of their adoption by these aliens from everywhere that there was no mistaking it.

Other suggestions furnished by the Bureau of Naturalization.

Form O–2 suggests many ways in which women's organizations may help in making the foreign born feel that those who really desire to become Americans are welcomed by Americans, while H–13 gives special suggestions for Americanization work with foreign-born women.

WHAT SOME COMMUNITIES HAVE DONE.

Many recent reports to the bureau show how various communities are working to solve the problem of securing and holding regular attendance. Space permits only the excerpts which follow:

Lynn, Mass.—"The Lynn Americanization committee" was organized in 1918, and is still in existence. This committee is made up of representatives from practically every civic and patriotic agency in the city. It is pledged to carry on the Americanization program under the direction of the school department, realizing that it is legally a department of the Government and that it is rightfully concerned with the welfare of all races and all creeds without hint of sectarian or political bias.

Of the various subcommittees making up the Americanization committee, the most active and helpful are the "racial groups committee" and the "committee of women's organizations." The racial groups committee is made up of leaders from 23 groups speaking languages other than English. These racial leaders hold four meetings a year and lay out a plan of practical cooperation with the city supervisor of Americanization. Some of the ways in which they assist are as follows: Distribution of notices of classes and of our free naturalization and immigration service; a friendly interpretation to their people of the meaning of Americanization as we are attempting to carry it on; recruiting of classes from the groups which they represent; distribution of information through the foreign press. These leaders often invite the supervisor and other "Americans" to the meetings of their societies and lodges, requesting that talks be given on citizenship and on various civic matters of interest to them. The committee of women's organizations is valuable to us because of its officer and chairman who is also a member of the school committee, chairman of the civics committee of the Lynn women's clubs, and officer of many city and State organizations.

Realizing that English is but a part of Americanization, we have held many community meetings called "Americans all" gatherings with music, dances in native costumes, and social intermingling of the various groups. These meetings afford native-born Americans an opportunity of meeting in friendly spirit the newer Americans. Classes make visits to places of civic and historic interest. A group of 18 women visited the statehouse one Saturday morning recently, with their teacher. Governor Cox received them in a special audience and congratulated them on their fine spirit of Americanism. One woman said to me, some few days later, "Such honor! Me to shake hands with the governor, and he's just like any other man!" Classes are invited by their teachers to "spend an American home evening" with the singing of old American songs, the playing of simple games,

and the eating of American pies and cakes. After one such occasion, a man said, "This is first time I be in real American home. Do all Americans live like that?" Other places visited include the fire and police stations, where the heads of the respective departments address the men and women and demonstrate the protective nature of these city agencies. The home classes of women unable to go to the public-school buildings because of the care of little children are instructed in the making of "American" pies and cakes. The expense of the material used is shared by the women, who take home generous samples of the products made. One woman said, "I make leming pie with moorang for my man. He say, 'Make a pie every Sunday and I stay home!'"

From the beginner who comes to our classes unable to speak a word except "Yes," to the petitioner for naturalization who has completed his course and receives his certificate of graduation from the Federal examiner, we find a wonderful spirit of eagerness to *learn* and to better their condition, and a deep appreciation of the opportunities offered them by the city.

Hackensack, N. J.—The W. C. T. U. and various church organizations furnish volunteer help in various ways: Woman to care for children who come with members of the women's class; leaders for clubs which grow up in connection with the school; special teachers who go to the homes or stores of men and women unable to come to the school classes; emergency help for school parties; "friends" who invite into their homes members of the classes, likely to benefit and both give and receive pleasure, that the alien may see true American home life. The Bergen County Y. M. C. A. takes full charge of the technicalities of obtaining citizenship papers, while we try to enlist all prospective citizens who register with them through agencies other than our classes. The Evening Record and news stands supply us with unsold newspapers, through which we try to develop a taste for well-told news.

Saginaw, Mich.—Each public-school pupil who knows of some one who could attend our school writes a letter inviting him to come, and asking for a "Yes" or "No" answer.

Poughkeepsie, N. Y.—Many of the workers of the Associated Charities are constantly in touch with the non-English-speaking people and as opportunity presents they urge attendance at evening school.

Newburgh, N. Y.—Students who have attended the classes do fine work by telling their friends about the work and are very successful in getting new recruits for the classes.

East Chicago, Ind.—We look for our main cooperation from the large industries located here and from the newspapers. The newspapers cooperate with us by newspaper articles, and the industries by giving out our literature and advertising matter and by personal encouragement of the student. We furnish the industries with a list of names and check numbers of the students in the evening classes, and the industries take various methods to let these people know they are watching their work. We believe the most helpful agency is the personal touch of the employer.

Worcester, Mass.—This city published this year a pamphlet entitled "Messages from Recent Pilgrims." It contains "uncorrected, unpadded, unpolished" letters and compositions written by members of the evening classes. These letters show not only that adult immigrants over 40 years of age can learn to read and write English, and that good methods have been used and good teaching has been done, but they show also that through the missionary zeal and the real patriotism shown by the teachers, the students are absorbing American civic ideals. A booklet of this sort is a fine culmination of a year's work.

Syracuse, N. Y.—A booklet, "Americanization," published by the Americanization League of Syracuse and Onondaga County, is a report of the various activities carried on, which is brimful of suggestions and inspiration. These are some of the captions: Bureau of Information; Home Class in Civics; The Modern Pioneers (an association of graduates of the citizenship classes); Social Activities; "Hospitality Card" of the Public Library; Social Service; Follow-up Work; Speakers' Bureau; Press; Legal Advisory Board; Better Speech Week; Dramatics; Pageantry; Americanization Exhibit; Homeland Exhibit; Polish Exhibit; New Citizens Made Welcome; First Americanization Dinner; The All-American Dinner; Conference Luncheons; Neighbors' League. The Director of Americanization writes, "The league is the whole thing." The league also conducts at the annual food show an exhibit of the national foods of the foreign-born residents of Syracuse. Samples of their national dishes are offered to visitors, and cookbooks containing the recipes of the various foods offered are distributed to those who wish them.

Boise, Idaho.—We have a joint Americanization committee, which comprises a representative from each club in the city in conjunction with the school board. Each club furnishes a teacher for the night school.

Massena, N. Y.—We have between 80 and 90 registered in our school this year. Great interest is shown in all classes. Some of the students have received their final papers this year and are still attending the school. We hope in time to have one of the best schools in the State. We have 20 women and the students are of many nationalities.

Long Branch, N. J.—The American Legion, the owners and managers of the different factories, and the leaders among the foreigners in their church and business life have helped us by the distribution of circulars and by talking it up wherever they had an opportunity. The president of the Hebrew congregation or synagogue announced it in their public meetings.

Glens Falls, N. Y.—The Woman's Club has furnished money for social functions for the foreign born. They also have a special committee to assist in any way needed. The Catholic Daughters have made garments for needy families and their children.

Sheridan, Wyo.—The street railway company gives one-half fare from the mines to those who attend the classes.

Garden City, Kans.—The Mexican Sunday School, supported by the various Protestant churches of the city, encourages the men to attend the night school, and assists the women in their homes to learn English and to learn American ways of living.

Crested Butte, Colo.—The moving-picture theater offers the use of the theater free of charge for illustrated lectures in the class work.

Melrose, Mass.—The women's club, the industrial relations manager of the factory, the public library, the theater, and church guilds and other societies have cooperated with the public schools in making the classes more effective by furnishing noon concerts at the factory, providing a Victrola for the schoolroom, providing magazines for wide distribution, giving special treats for the mothers' club and kindergarten on holidays, furnishing transportation for teachers, arranging social entertainments whenever desired by the Americanization director, providing foreign-language books, and providing helpers in general and specific needs.

Scranton, Pa.—Coal companies have helped by cooperation through the foremen, women's clubs by personal canvass, the clergy by announcement of classes from the pulpit, boy scouts by delivering invitations, and foreign newspapers by translating articles written by teachers and printing same.

Nashwauk, Minn.—The American Legion and auxiliary are cooperating splendidly with the public school in recruiting students, in helping to make education and Americanization week a decided success, in furnishing speakers and planning patriotic meetings, and in relief work among the foreign population during the present industrial depression and resultant lack of work.

Bristol, Conn.—We have very close cooperation with the employer of every man and woman attending our evening school, and in fact when a pupil is absent more than one night a week, the employer immediately receives a red card, and he in turn, through the pupil's foreman, ascertains the reason for this. Also, we secure considerable cooperation through the day-school pupils, who are the means of bringing many of their parents to evening school, and we sometimes believe that the parents start coming not through any personal interest, but really more or less to please an anxious child.

Buffalo, N. Y.—The spirit of cooperation is general. Definite cooperation is given by the chamber of commerce, churches, industry and clubs by spreading propaganda, making contacts, providing meeting places for classes, encouraging attendance, removing prejudice, showing preference to those attending classes, and requiring attendance in some cases as a condition of further employment. (The school official states that the last is not encouraged.)

Waltham, Mass.—The nurses' training school, the women's club, and the mothers' club give demonstrations in cooking, care of a baby, prenatal work, and nursing. They invite the classes to lectures and socials and make donations to any lawn party or fair a foreign society may hold.

Lompoc, Calif.—The county free library in connection with our schools has helped enormously in keeping me supplied with each new help it can find.

Lansing, Mich.—The most effective agency, or rather what promises to be, is a newly formed association known as the Cosmopolitan Association, which is composed of representatives of various clubs, both men's and women's. The aim of this organization is to make a thorough survey of the city and learn the needs of every immigrant family, to provide means of caring for those needs. The evening schools are expected to and are glad of the opportunity to look after the educational phase of the process of Americanization. It is quite likely that the Cosmopolitan Association will absorb the functions of all other clubs and in their cooperation with the evening schools the Americanization of immigrants will be cared for in this city. Judge ——— is president of the association and the writer is chairman of the education committee.

Tonawanda, N. Y.—The Red Cross made prelminary surveys, reported any new people discovered, and recommended the school to foreigners. It has also done much through the local nurse. Many manufacturers desire a report of attendance and progress of their employees at night school.

Fond du Lac, Wis.—The Public Welfare Society has both visiting housekeepers and visiting nurses, and these have helped in the operation of the home and in urging or at least suggesting the vocational school as an excellent place to go. At first the Syrians, in particular, were hesitant about enrolling. The Y. M. C. A. helps by offering gym activity to the men, and the women often bowl there. The Boy Scouts help to some extent through reaching boys of the new families.

Grand Rapids, Mich.—The Americanization Society sends personal letters to all aliens telling them where the classes are held. In other words, the society is our publishing agency for this work. The Y. M. C. A. has an organization among the industries. We work through the "Y" in organizing our factory classes. The K. of C. conducts community work in many of the halls and societies of foreigners. We furnish teachers of English and citizenship in several of these halls.

Anderson, Ind.—The factory managers work with their foreigners and interest them in the idea, and at first come with groups to class and get them started. Recognized leaders of different clans were sought, and through them new members were found. In one or two cases where this leader was qualified he was permitted to organize classes of his own friends and teach under our supervision.

Evanston, Ill.—"This report has been a long time in the making. The truth is, I thought our classes would never really close. Our formal closing was held May 10, and was a great success. Because the schoolhouse was open on Thursday for other purposes, two classes were continued. Then Miss M. had an examiner out for the citizenship class and later Miss B. gave a party for the dancing class (those who wish stay a half hour on Tuesday to dance). Next a group of beginners came to my apartment to finish a book they were reading, and later went to the home of another teacher to read a little more. And then the Armenians gave a picnic to the teachers. Until the very last meeting, a new pupil entered each night. Since coming home for vacation, I have found a summer teacher for Louis, written to the library about Martin's card, secured some singing lessons for Toros. (Please remember Toros. We really think you will hear from him some day.) I mailed 25 Fourth of July cards, and, finally, I went back into the city (100 miles) to help Arnold Hanson take his second papers. I was repaid when he said, with a sigh of relief, 'It seems good to be an American.' We are already looking forward to next year with hope and expectation."

Saratoga Springs, N. Y.—The chamber of commerce each year gives a public recognition of the men and women who have attained citizenship through the year. The D. A. R. has given some material

to be used in the classes and also is to give a historical tableau in March.

Binghamton, N. Y.—The Americanization League socializes the work in our night schools by arranging for "social evenings," when the pupils sing, dance, and serve refreshments. On these evenings, which are given about once in every six weeks in each night-school center, the programs are made up largely of talent found among the pupils. These entertainments are exceedingly interesting and attract both the native and the foreign born. The Kiwanis, Rotary, and Knights of Columbus organizations have entertained the men at "dinners" and "smokers" when they received their naturalization papers. The Jewish Sisterhood sends members to help the teachers in our home classes. These groups are made up of women who can not attend night school; such women are instructed in small groups in the home. They often present an ungraded condition—one mother further advanced in English than another. The Jewish Sisterhood sends members to help in such work. Sometimes they care for little children while the mother is studying.

Mercer County, Pa.—The most notable feature of the school work for the year was the stability maintained in attendance. This encouraging record is perhaps due to the follow-up system established at the first of the fall term and continued uninterruptedly throughout the months that followed. The check numbers of all absentees were noted by teachers at the classes and reported to the director's office, where they were in turn reported to each plant Americanization agent. The agent reported to the absentee's foreman, who urged the man to attend. The percentage of attendance in plants in practically all cases was 50 per cent of those enrolled and often better. This was an excellent showing in view of the fact that all the plants have at least one change in shifts and some have two. As against approximately 35 per cent of all signed up becoming regular students in the past, the new system of follow-up more than justified itself and resulted in about 800 of the 1,616 men and women who enrolled becoming more or less regular students. This good showing, of course, was entirely dependent on the efforts put forth by the plant agents; in all cases this cooperation was of a high order. A second important feature resulting in making the students attend regularly and thus maintaining the stability of classes was the afternoon school opened by the Carnegie Steel Co., where men who were working night turn were enabled to go to school without missing lessons and thus make continued and more satisfactory progress. Taken all in all the enrollment and attendance at classes was beyond anything ever enjoyed by the committee previously and established new standards. The progress of the students enrolled has been most satisfactory, all classes have moved ahead steadily, and there is no doubt but that those who have been at all regular in attendance have made splendid progress toward learning to speak, read, and write "American."

Fulton, N. Y.—Our registration this year has increased over 150 per cent, making a total registration of more than 100 students. I expect this year to aid 40 or more in securing their first papers, and about 12 in securing their second papers.

Hughson, Calif.—Due to the untiring efforts of Miss W., Hughson is being recognized, not only in this county but throughout the

State, for the remarkable Americanization movement being carried on in connection with the high school here. This work is not a fad with Miss W. She has been since early childhood imbued with a keen interest in the foreigner, a real sympathy for his need, and great ability to help him in innumerable ways. While teaching in Los Angeles at the Glendale High School her evenings were devoted to Americanization work, and upon accepting a position as cashier in the bank of Hughson, she felt as never before the crying need for education of the many Portuguese and Mexicans with whom she came in contact from day to day. It was not long until she commenced going into their homes, teaching the men to write their signatures, advising them in business and legal matters, and incidentally becoming acquainted with their women and children. From this beginning it was only a step to the organization of night classes for the men and a Saturday afternoon school for their wives and sisters. The principal of the high school became very much interested in the undertaking and recognized the unusual ability displayed by Miss W., so that after conducting this work for eight months entirely at her own expense, she became a member of the faculty of the Hughson High School, resigned her position at the bank, and has for the past year devoted her entire time to these people of foreign birth. She has now 34 regular pupils in her evening classes, teaches 25 women in their homes, and assists over 200 to learn American ideals as well as American manners. The beautiful home which she has purchased in Hughson has become a social center for her pupils and she has taken a young Portuguese girl to educate. Groups of foreigners are constantly entertained in her home at dinners and luncheons, the women delightedly helping in the dining room and kitchen, and often Miss W. invites prominent people to meet them, bringing them in contact with the best in American life and letting them absorb it in their own way. Recently Chaplain and Mrs. L., who direct the religious work at San Quentin, were her guests, and at another dinner Superintendent E. and his wife were present. Miss W.'s work is constantly growing and other towns in the county are following her lead. Modesto is now starting a night school and Newman and Empire are taking up the work of Americanizing the foreigners in rural communities which has been so successfully tried out in this vicinity.

South Bend, Ind.—I have your communication of the 30th and inclose herewith the bibliography of texts that have been most helpful to us. At the same time I am handing you a booklet printed in one of our vocational print shops which, as you will see, is made up entirely of letters from pupils who remember their experiences when they first came to the United States. I thought perhaps that this might be of interest to you in your department. We have had a most successful Christmas party made up of more than 400 men and women of foreign birth who have either received their final papers or have made application therefore, and are planning to give a special Washington's Birthday party to all who have received their final papers during the year of 1921. At our Christmas party every guest was presented with a copy of the "American's Creed." Anything that you might have found to have been especially helpful in

definite Americanization work would be most gratefully received by way of suggestions as to what we could do in South Bend.

Steelton, Pa.—The school board of Steelton is doing a splendid piece of Americanization work through its night schools, with nearly 400 persons, most of them of foreign birth, enrolled in the evening classes. This community for its size has by far the largest attendance in central Pennsylvania. The need of the schools is shown by the readiness with which the foreign residents take advantage of the opportunity they afford. There is no need of "drumming up trade." The pupils present themselves. In most cases they are adult. Few of them could read or write English when they started, but they are ready learners and close students and are being wonderfully benefited under the careful and sympathetic tuition of the teaching corps in charge. Steelton is doing more through its night schools to make real Americans of its foreigners than many a much larger place.

Marshfield, Wis.—Through a representative of the Bureau of Naturalization I started a citizenship class. At the first meeting called, 29 were present. I explained the work and secured a teacher, who offered his services free. At the second meeting only nine were present. At the third, only seven were present, so I decided these men thought themselves too old to go to school and suggested we organize a club to be called "The Good Citizenship Club." We chose officers at the next meeting when there were 15 present. The girls of the domestic science department served lunch after election of officers and the lesson. A very sociable evening was spent. From that night the enrollment increased until it reached 48. We secured slides and reels from the U. of W. on citizenship work, and as we had no lantern we persuaded the managers of the theaters to run the slides and reels as extras to regular shows, and give all members and their wives complimentary tickets. I then put on the mock citizenship court and the schoolroom was taxed for seating capacity. The candidate to be examined brought to the club the witnesses which he would take when appearing before real court. A local lawyer was secured as a judge. I acted as clerk and the teacher as United States examiner. Candidates and witnesses were brought before the club and each thoroughly examined as to loyalty, character, and general knowledge of our Government. Each meeting we took a candidate, had him stand before the club, and questioned him along the lines above mentioned, in addition to the regular lesson which was taken from the Government textbook. This was one requirement before a candidate received a diploma. We issued 26 diplomas last year. At stated times we invited local lawyers to speak before the club along citizenship lines. Lincoln's Birthday, Judge O. was invited to speak and a luncheon and program was prepared by the club. Our success was due to the fact that all members were active workers and regular in attendance; also the "club" idea to get away from the word school; the mock court and social meetings, where outside speakers were secured.

Cupertino, Calif.—I have the honor to report that the Cupertino evening school for foreign-born adults, of which I am principal, began the session on October 24, 1921, and closed on March 3, 1922, being in session four months, or 80 days. You will find the statistics relating thereto inclosed. I can not close without advising you of a somewhat unique feature in connection with the school. It represents in this part of the State the first attempt in a purely rural neighborhood of widely separated homes to gather in the ranch hands. The men walked or rode for 3½ miles to school in a country schoolhouse after doing their work upon the ranches. They have come through rain and freezing weather. Of course, their attendance has been regulated by ranch work, but the brave effort made by a class of men not usually looked on as progressive deserves recognition.

Sterling, Colo.—On January 9, 1922, one of the high-school teachers started a citizenship class with nine aliens, and the class has grown so extensively that there are at the present time, March 14, 1922, 120 adult aliens receiving instruction. Twenty of the local public-school teachers are engaged in the work, even though they are receiving no compensation whatever for their efforts. The class meets four nights weekly. Two ministers have been cooperating splendidly. One is responsible for bringing 60 or more aliens, members of his congregation, into the classes, and he is also one of the teachers. The other has brought a number of aliens into the classes and devotes two nights a week to their instruction. The organizer of the class is advocating the establishment of an opportunity school at Sterling somewhat similar to the one now in Denver. She feels this is necessary to properly give instruction and assistance to adult alien women in the daytime as well as at night.

Easton, Pa.—Lincoln's and Washington's Birthdays were celebrated last evening by the foreign-born men and women who are attending night schools, including the pupils from the high-school classes. There were over 100 who took advantage of the opportunity. The entertainment was in charge of the Americanization committee of the woman's club. After the exercises, a social hour followed, with refreshments and dancing. The evening was most successful and was fully appreciated by the fine group of coming Americans in whose honor the party was given, and who were most reluctant to leave. The Americanization committee of Easton expects to hold one of these gatherings every month, and they wish the cooperation of other organizations interested in the foreign born.

Lakewood, Ohio.—Your letter of February 24, telling of increased interest, was gratifying. It is pleasant to feel that our foreign born are really coming into unity with us. Here in Lakewood we, too, have had better attendance and more enthusiasm this year than ever before. When we began our work, we felt that two nights a week for English was all that we could expect our people to give. This year we have conducted the classes three nights and the attendance has been much more regular than ever before. We have had more women in attendance, and a large enrollment of newly arrived immigrants, who were brought in by their relatives in the neighborhood. Harrison School is right in the midst of the foreign district and our classes are conducted here, though some of our pupils come from other parts of Lakewood. The building is used as a community center, generally. We have a mothers' club, a woman's community club, gymnasium classes for older girls and for young men, a sewing class and a cooking class for women. Our community club is a new departure for our women, who understand English but are not conversant with the history of the country or civics, and are ignorant

about many things they should know to vote intelligently. Besides this group of women, we have another, composed of women not so long in America, but who can understand simple language. With these we are conducting a regular citizenship class, giving the work very slowly, and supplementing with pictures, etc. In the club most of the women are wives of citizens; in the class they are either single or their husbands have not yet been naturalized. (We are looking forward here to the probable necessity of direct citizenship for women.)

In connection with our other classes, we have a teacher who cares for children whose parents attend school and this is a very popular class. The Mothers' Club is really the connecting link between the night school and the day school. We hold our regular meetings monthly, in the afternoon, out of deference to the teachers, but several times during the year we have open evening meetings, so that fathers and employed women may attend. We believe, very strongly, in cooperation in Lakewood and keep in close touch with various clubs and organizations, all of which assist us in various ways. The board of education finances our work in general, but the Citizens' Bureau in Cleveland cares for the men's citizenship class; the Y. M. C. A. holds meetings for our younger boys (of over 10), "chaperones" them to the West Y. M. C. A. (Cleveland) for swimming, organizes tramps, hikes, camps, etc., and is assisting in financing and housing our older boys' gym class. The Y. W. C. A. has a class for younger girls every week, giving them gym, and also takes the girls on hikes. Last year the Women's Civic Club, a local organization, sponsored and supervised a successful playground in the school yard and at a neighboring park. The executive committee of the Lakewood Parent Teachers' Federation was instrumental in opening a day nursery, which they still have under supervision through a board of managers. The Child Conservation League is furnishing milk to some of our underfed children, and the Parent Teachers' Federation through their Americanization committee gives a yearly party for the Christmas carolers. So you see we are in pretty close cooperation with all of these organizations. As director, I act on some committee of each of these organizations, besides the associated charities case committee and the Americanization committee of the chamber of commerce, and whenever possible have some of our own people present at their meetings, feeling that personal contact is a great feature in Americanization. During this year we have had from 125 to 150 present three nights a week, and on special occasions between 200 and 300 people. Our English classes have an enrollment of 120, with an average attendance of 105 for the year thus far; i. e., from September to date.

Filbert, Pa.—In celebration of Washington's Birthday, with 100 per cent attendance, the H. C. Frick Coke Co.'s Americanization class of this place executed a program here last night that was most worthy and interesting to the 300 spectators present at the Filbert schoolhouse. The class is made up of 36 aliens of various nationalities who are attending night school three times a week. Last night's exercises were all the more worthy when the fact is taken into consideration that this school was only organized the first week of last October and to date there have been but 42 school sessions and all the

members of the class, in addition to now being able to read and write English, exhibited a splendid idea of the organization of our Government law-making bodies. The school is one of a number maintained by the H. C. Frick Coke Co. and the township school board, each paying one-half of the cost of teaching and other incidentals. Following the program a splendid luncheon was served by the members of the class, who contributed from their personal savings the expenses of the repast. Following the refreshments, Photographer S., of Scottdale, took several pictures of the entire assemblage, including the visitors, among whom were Mr. S., of the Frick Coke Co.'s Scottdale office. Mr. S. addressed the school as did the members of the school board and Mrs. B., who organized the school and has directed it since its inception. Mrs. B. is of the United States Naturalization Service and has charge of Americanization work in western Pennsylvania. She addressed the class last night in a most complimentary manner over the excellent showing made and she attributed considerable of the attained success to the efficient efforts of the class teacher, Mr. G., principal of the Filbert schools. The Rev. Father J., of New Salem, also addressed the class and told them of his amazement at the work accomplished in such a short time.

St. Louis County, Minn.—The following are excerpts from interesting reports received by the county superintendent from various schools in the county concerning the first four weeks of night school:

School No. 91, Palmers: "We are using the toy money, and playing store. This they enjoy, and put their work into practice. One lady had a bill made out for the different kinds of groceries she needed that week. All the students know the Flag Salute, America, and most of America, My Country."

School No. 101, Palo: "Could you have been with us last night you would have been happy to see the interest our pupils showed. We had eight to begin with, five men and three women, and there are three more coming Wednesday evening that we are certain of. We have four of the men we had last year; the other has moved away. Last evening before we had time to mention our work Mr. W. asked if we were going to sing any. Of course, we said 'Certainly,' and asked him what songs he knew. Would you believe it, he and several others knew many of the songs their children sing at school. You speak of Mr. A. and his examination. Every evening for a week before his hearing one of us was at his house coaching him. When word was sent back that he failed to pass, we wept some bitter tears here at No. 101 and vowed it was all of no use, but he is back in school again, anxious to pass 'next time.'"

District 70, school No. 1: "Really, to summarize the first four weeks of night-school work seems impossible to me. It certainly is amazing to note what my beginners and intermediate grades have accomplished. I'm very pleased with results and am having a wonderful time. Mrs. J., unable to speak, read, and write English, is progressing rapidly as you'll note by her letter. She, as well as others, is bubbling over with enthusiasm and it keeps me busy collecting the bubbles before they break."

School No. 1, district No. 23, Floodwood: "The attendance is very good—there are no cases of tardiness. To make our night school work sociable, an oil stove was pro[illegible] for and now we have

INTENTIONAL SECOND EXPOSURE

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'coffee' and a light lunch. The custom adopted was this: Each member takes his turn to provide cream and cake or doughnuts. We all contributed to a fund with which to purchase coffee and sugar. The girl who is the assistant makes the coffee. This is served during the recess period."

School No. 90, French River: "Both Mr. and Mrs. S. are attending school. They walk 2½ miles in all sorts of cold and drifts to get to school, and then say they like it. Aren't they showing their true American spirit? We all enjoy our evenings spent at school together very much. They are a fine sociable lot of folks, and they are sorry night school will end so soon."

School No. 55, Brimson: "Each session is begun with good, live, active singing. You ought to hear them sing America, Star-Spangled Banner, and many others. It seems to come from their very hearts. They will sing for an audience at a program and social to be given March 4 by the parents and teachers' club which we have recently organized."

School C, French River: "The sessions simply flew by, and I really enjoyed the work as much or more than they did. They have all subscribed for Current Events and the Duluth Weekly Herald, which shows that they really want to learn to read in English. After school was over, they all promised to come back next year, and there is probability that we will have at least six new students. Coming to night school has really been quite a hardship for them, because none of them live closer than a half-mile to the school. Everyone came on skiis, which may seem quite a novelty to you."

School No. 11, Ray: "This is the first year that night school was held here, and I think it has been a great success. I have enjoyed working with my students because they are all so eager to learn. As soon as they enter the building they find something to do. Not one minute of the evening is wasted. Five out of six have a perfect attendance."

Pittsburgh, Pa.—This city has recently published a "Teachers and Workers' Manual," which is replete with thoroughly revised outlines and suggestions which give evidence of the enlarged scope of the work and the thoughtful spirit of the supervisors and teachers. Space permits only a few quotations from the section entitled "Guiding Principles for the Teachers of Evening Classes." "In all lines of educational extension, especially as expressed in evening class work, the major emphasis should be placed upon the student rather than upon the course of study." "Subject matter for evening classes should find constant interpretation in terms of practical experience." "The teacher in the evening school should know his students personally, not merely by name as class units but their daily occupation, their home environment, and their personal ambitions. This knowledge presumes upon an abiding interest in each individual and a cordial sympathy with his aims in evening class work." "Not the number enrolled, but the number in continued attendance is the measure of the class interest."

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